

Duval County Public Schools

Westview K 8



2021-22 Schoolwide Improvement Plan

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Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

<http://www.duvalschools.org/westview>

Demographics

Principal: Katharine Fulginiti

Start Date for this Principal: 7/30/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: C (43%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Westview K 8

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		D	D	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Westview K-8 is to develop life-long learners using the best teaching practices and involving all stakeholders in creating an environmentally conscious community promoting green practices.

Provide the school's vision statement.

The vision of Westview K-8 is to create an environmentally responsible and diverse learning community in which all stakeholders effectively collaborate to enhance student achievement and create life-long learners.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Jacqueline	Principal	
Barnes, Vicki	Assistant Principal	Assistant Principal of Student Services, Culture & Climate, Title I, Math & Science Leader
Prendergast, Mark	Assistant Principal	Assistant Principal of Curriculum, Low Incidence Programs, PLA, PI, Math Leader
Byers, Bridgette	Instructional Coach	Instructional Coach for Middle Grades ELA/Reading
Tinsley, Nakeisha	Dean	Student Services, School Climate & Culture, Behavior Support

Demographic Information

Principal start date

Friday 7/30/2021, Katharine Fulginiti

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/6/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	54%	61%	32%	51%	60%
ELA Learning Gains				41%	56%	59%	41%	53%	57%
ELA Lowest 25th Percentile				32%	53%	54%	43%	50%	52%
Math Achievement				33%	57%	62%	33%	57%	61%
Math Learning Gains				46%	57%	59%	36%	55%	58%
Math Lowest 25th Percentile				41%	52%	52%	37%	50%	52%
Science Achievement				25%	50%	56%	37%	52%	57%
Social Studies Achievement				51%	76%	78%	91%	78%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	51%	-20%	58%	-27%
Cohort Comparison						
04	2021					
	2019	30%	52%	-22%	58%	-28%
Cohort Comparison		-31%				
05	2021					
	2019	25%	50%	-25%	56%	-31%
Cohort Comparison		-30%				
06	2021					
	2019	36%	47%	-11%	54%	-18%
Cohort Comparison		-25%				
07	2021					
	2019	21%	44%	-23%	52%	-31%
Cohort Comparison		-36%				
08	2021					
	2019	31%	49%	-18%	56%	-25%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	61%	-17%	62%	-18%
Cohort Comparison						
04	2021					
	2019	42%	64%	-22%	64%	-22%
Cohort Comparison		-44%				
05	2021					
	2019	30%	57%	-27%	60%	-30%
Cohort Comparison		-42%				
06	2021					
	2019	24%	51%	-27%	55%	-31%
Cohort Comparison		-30%				
07	2021					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison		-24%				
08	2021					
	2019	12%	32%	-20%	46%	-34%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						
08	2021					
	2019	26%	40%	-14%	48%	-22%
Cohort Comparison		-23%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	69%	-20%	71%	-22%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	57%	-4%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Analysis forthcoming

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	30	29	34	50	60	23	20			
ELL	7	31	32	22	52	56	21				
ASN	50			100							
BLK	27	31	29	34	47	58	20	39	89		
HSP	27	32	37	32	45	62	30				
MUL	41	45		53	55						
WHT	39	42	32	49	51	54	28	58			
FRL	27	34	34	35	46	55	21	47	87		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	35	32	20	43	44	13	29			
ELL	16	34	22	27	48	46	20				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	25	37	33	28	43	38	22	40	39		
HSP	29	41	24	30	42	44	21	53			
MUL	47	41		44	46		42	73			
WHT	39	49	40	40	54	50	29	71	31		
FRL	27	38	32	31	44	46	24	50	31		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	31	31	18	36	34	14				
ELL	10	43	46	23	34	33					
BLK	28	39	40	29	33	36	34	90	39		
HSP	26	40	50	35	39	40	42				
MUL	38	42	50	50	44		53				
WHT	42	48	49	39	39	42	35	91	40		
FRL	29	40	42	31	35	37	35	90	38		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the data, the trends the data displayed were student growth was either stagnate or student scores dropped. The content areas where the data displayed these trends were in the subjects of ELA, Science, and Civics.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

6th grade ELA (23%); 8th Grade Science (19%)
 Vacancy in both subject areas throughout the school year led to lack of continuity in instruction.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The factors that contributed to the stagnate student growth and the decrease in student improvement is due to teacher attendance and multiple vacancies. The actions that will be taken to address these needs of improvement listed above is to hire knowledgeable, coachable, and dedicated to improving student growth.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Algebra proficiency showed the most improvement of all components. Math gains went from 39% in the 2018-2019 school year to 89% in the 2019-2020 school year. Recruitment of experienced teacher and interventionist to target level level 3 and above students for additional instruction.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Collaborative planning amongst the mathematics department.
 Providing 90 minute class periods to aid in maximizing instructional time each day.
 Providing additional standard aligned resources for all grade levels to support standard based instruction.

What strategies will need to be implemented in order to accelerate learning?

Implementing strategic planning weekly at all grade and content levels.
 Continuing to support instruction through the use of instructional coaches at each content (ELA/ Reading, math and science)
 Monitoring student progress and achievement data based on district and school created assessments

that are aligned to state standards and with achievement level descriptors.
Book study " The Standards Based Classroom"

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Meet weekly for admin led common planning to analyze data, student tasks, and develop standard aligned activities that will support the achievement of students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continuous monitoring of the SIP to ensure that instruction is on target and reflect school improvement goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

The primary role of Administration will be to provide additional instructional support to content areas, assist teachers of students who are in a state assessed grade and/or course, provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; serve as the instructional lead and support in grade level ELA, Math, and Science Learning communities, monitor the success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support and promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth.

Additional staff (Instructional Coaches, Interventionist, Social Studies Teacher, Media Specialist, and paraprofessional) to support class size, small group instruction, culture and climate, professional learning and behavior success towards increasing student achievement.

Supplemental Interventions and Curriculum (LLI and ACALETICS) to support core area curriculum and meet individualized student needs.

Measurable Outcome:

In ELA, Math, Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.

Quarterly PMA and Penda benchmark goals

Assistant Principal:

Monitoring:

As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."

<https://www.jstor.org/stable/3699585?seq=1>

Person responsible for monitoring outcome:

Jacqueline Jones (jonesj@duvalschools.org)

Evidence-based Strategy:

Interventionists and Coaches (Reading and Math):

As stated in The impact of coaching on Teacher practice and Student Achievement (Foster, 2018), Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses

immediate problems of practice, and targets instructional practices with the intent of improving student learning. Interventionist, add to this strategy of support by pulling small groups for interventions with the use of literacy programs like Leveled Literacy Intervention and math or science programs, ACALETICS. <https://learningforward.org/wp-content/uploads/2018/08/theimpact-of-coaching-on-teacher-practice-and-student-achievement.pdf>

Social Studies Teacher

Adding additional faculty in the social sciences is an effort to reduce class size in the combination school environment and increase an opportunity for additional small groups in the CIVICS area. According to "The effectiveness of class size reduction" (Mathis, 2016), students that had been assigned to smaller classes were more likely to graduate in four years. The positive effect was twice as large for poor and minority students, and thus narrowed the achievement gap. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

A Paraprofessional will be funded to provide additional classroom support and more small group instruction.

A Dean will be funded to improve student engagement in the classroom and reduce classroom distractions.

A Media specialist is funded to support ELA standards during resource classes.

Rationale for Evidence-based Strategy:

Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Steps to Implement

1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Description of Area Focus: Instructional practice specifically relating to standards-aligned instruction will focus on supporting teachers with researched-based practices that follow state adopted standards within core and assessed content areas.

Area of Focus Description and Rationale: Rationale for Area of Focus: Standards-based (19-20) data (PMAs, Achieve Diagnostics, and 18-19 school grade data) projected students performing below grade level in ELA, Math, Science, Civics, and Algebra 1. A review of lesson planning practices and student tasks revealed gaps with being aligned to specifications and achievement levels. Moreover, as a combination school, there is a need for consistent collaboration, collective learning, and standards aligned teaching practices among content area teacher groups

**SWT data for 20-21 will show that 80-90% of teachers are providing grade level standards-aligned instruction.

-By November 2021, at least 65% of teachers will provide students with instruction and tasks that are standards-aligned. By April 2022, 80-90% of teachers will provide students with instruction and tasks that are standards aligned.

-In ELA, DCPS PMA scores, i-Ready standards mastery, and Achieve 3000 monthly reports, will be utilized as predictors towards a 40-45% proficiency goal, 50-55% growth, and 50-55% LPQ gains.

Measurable Outcome: -In Math, DCPS PMA scores, ACALETICS, and monthly mastery checks will be used as predictors towards a 40-45% proficiency goal, 50-55% growth, and 50-55% LPQ gains.

-In Science, DCPS PMA and Penda assessments will be used as predictors towards a 35-40% proficiency goal.

-In Civics, common assessment data will be used as a predictor towards 55-60% of students performing at or above proficiency.

-In Algebra 1 common assessment data will be used as a predictor towards 55-60% of students performing at or above proficiency.

Monitoring: The Area of Focus will be monitored weekly through data chats with teachers during common planning, data chats with students, and leadership meetings.

Person responsible for monitoring outcome: Jacqueline Jones (jonesj@duvalschools.org)

Sharpening the framework of Common Planning Teams & Professional Learning Communities

1. Our weekly common planning sessions will be focused on standards based planning, tiered differentiated activities/tasks, student work analysis protocols, development of common assessments, and analysis of formative data. Teachers will collaborate in the production of SB lesson plans during these sessions.

Evidence-based Strategy: 2. Our monthly-bimonthly professional learning community sessions will be driven by the mission of building the capacity and practices of our faculty. Each PLC session will be focused on a question that seeks a measurable

Duval - 2741 - Westview K 8 - 2020-21 SIP Last response towards improving both instructional practices and student achievement goals.

3) Our administrative and instructional coaches will engage calibrated monitoring,

observations, feedback and developmentally appropriate supports of teachers' Standards based planning, implementation of instruction and practices towards student achievement. The supplemental support (positions) we will receive from our Title I funds (Social Studies Teacher, Math Interventionist, Math Coach (3 positions), Reading Coach, Dean of Students, Paraprofessional Elementary, Paraprofessional ESOL, Librarian (PT), and Parent Involvement Liaison (PT) will directly support and impact the implementation of the action steps below.

Rationale for Evidence-based Strategy:

Teacher efficacy and practice thrive when they have dedicated and consistent opportunities to collaborate and develop their instructional planning, practices, and impact on student grade level content area achievement.
 The Art of Coaching Teams by Elena Aguilar
 John Hattie's Effect Size on Planning and Prediction .76 and Professional Development: .62

Action Steps to Implement

Strategy 1 Action Steps

- a. Instructional Coaches will provide tiered support during weekly grade level sessions.
- b. Research based strategies books and resources will be utilized during weekly sessions.
- c. Instructional Coaches will complete weekly classroom walks as follow up support of the planning sessions in efforts to continuously calibrate teacher needs, next steps, and potential coaching cycle efforts.
- d. Admin will conduct weekly instructional reviews with teachers.

Strategy 2 Action Steps

- a. Admin and instructional coaches will identify professional development needs during their weekly calibration meetings.
- b. Admin and instructional coaches will develop professional learning focuses and implementation calendar.
- c. Admin and Instructional coaches will facilitate and/or seek external experts to provide professional development learning sessions.

Strategy 3 Action Steps

- a. Administrators and instructional coaches will complete and calibrate weekly SWTs.
- b. Administrators and instructional coaches will develop tiered teacher support plans weekly.
- c. Administrators will participate in a weekly common planning review with each core content area teacher to provide feedback and next steps on SB planning and practice.

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 70%, 4th grade is 74%, and 5th grade is 64%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 64% and 2nd - 60%

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Measurable Outcome:

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Jacqueline Jones (jonesj@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. [https://www.ascd.org/el/articles/how-student-progressmonitoring-](https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction)

[improves-instruction](https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction)

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

#273 out of 313 schools with very high discipline data in the 2019-2020 school year.

Areas of concern #1 Violent incidents (fights amongst students) #2 Drug/Public Order Incidents Deans will work collaboratively with administration and teachers on developing a positive relationships with students and parents. Discipline Data will be monitored monthly through PBIS meetings to identify areas of strengths and weaknesses when implementing positive behavior strategies. Deans will also provide professional development and strategies to aid in student behavior and developing positive relationships.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

-At Westview K-8 School, we will address building a positive school culture and environment involving all stakeholders by implementing the following activities and strategies.

Student Involvement:

The implementation of the Schoolwide PBIS Plan will increase positive interactions and relationships between students and staff members. Weekly, monthly, and quarterly incentives will be used to promote academic and social accomplishments.

Parent Involvement:

A Parent Liaison is on campus every day and ensures that any and all parent needs are addressed and that information and Title 1 funded resources are available to parents as needed.

Class Dojo, News Letters, and/or School Messenger Robo Calls will be used to ensure that information related to school and parent programs are properly disseminated to update parents on a consistent basis.

Community Involvement:

Westview K-8 will include business partners, faith based partners & community leaders to participate and be active members in school events and SAC meetings. As a result, the community will be involved and granted a voice at Westview K-8.

Teacher Involvement:

Along with teacher accomplishment being recognize by the school and the principal as they occur at Westview K-8. "Lunch and Learns" will occur. These meeting along with PLC's will provide teachers with opportunities to increase and gain knowledge in his/her pedagogy causing an increase in confidence as an instructional leader for our students. Teachers and staff will use the improvement of the Intake and Dismissal procedures to assist in being more efficient for all stakeholders both at Westview K-8 and in the community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Analysis forthcoming

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$275,840.84
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	120-Classroom Teachers	2741 - Westview K 8	UniSIG	1.0	\$48,737.70	
		<i>Notes: Supplemental ELA Teacher - This is a new line item request. This line item is for a standard middle school classroom teaching position that is being requested to supplement the districts standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. We do have a candidate for the position. This position will be funded 100% through UniSIG.</i>				
5100	210-Retirement	2741 - Westview K 8	UniSIG		\$5,273.42	
		<i>Notes: Supplemental ELA Teacher Retirement at 10.82%</i>				
5100	220-Social Security	2741 - Westview K 8	UniSIG		\$3,728.43	
		<i>Notes: Supplemental ELA Teacher Social Security/Medicare at 7.65%</i>				
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$7,812.65	
		<i>Notes: Supplemental ELA Teacher Group Health at 16.03%</i>				
5100	232-Life Insurance	2741 - Westview K 8	UniSIG		\$9.75	
		<i>Notes: Supplemental ELA Teacher Group Life at 0.02%</i>				
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$804.17	
		<i>Notes: Supplemental ELA Teacher Workers Comp at 1.65%</i>				
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$253.44	
		<i>Notes: Supplemental ELA Teacher Flex Benefits at 0.52%</i>				
5100	120-Classroom Teachers	2741 - Westview K 8	UniSIG	1.0	\$42,128.10	
		<i>Notes: Supplemental ESOL Teacher - The school has 115 ESOL students and the school is in need of this additional resource/support teacher just to meet their needs. Approximately 38% of the Lowest Performing Quartile students in Reading/ELA are ESOL students. The district is currently providing two ESOL paraprofessionals. The ESOL Resource teacher will be an additional layer of support to pull small groups and push-in when needed. The qualifications for the ESOL Resource Teacher are as follows: • Education: Bachelor's degree from an accredited college or university. • Experience: None. • Certifications & Licenses:</i>				

			<i>Must be eligible for Florida Department of Education Certification This position will be funded 100% with UniSIG funds. This position was approved using UniSIG funds last year.</i>			
5100	210-Retirement	2741 - Westview K 8	UniSIG		\$4,552.26	
			<i>Notes: Supplemental ESOL Teacher Retirement at 10.82%</i>			
5100	220-Social Security	2741 - Westview K 8	UniSIG		\$3,222.80	
			<i>Notes: Supplemental ESOL Teacher Social Security/Medicare at 7.65%</i>			
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$6,753.13	
			<i>Notes: Supplemental ESOL Teacher Group Health at 16.03%</i>			
5100	232-Life Insurance	2741 - Westview K 8	UniSIG		\$8.43	
			<i>Notes: Supplemental ESOL Teacher Group Life at 0.02%</i>			
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$695.11	
			<i>Notes: Supplemental ESOL Teacher Workers Comp at 1.65%</i>			
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$219.07	
			<i>Notes: Supplemental ESOL Teacher Flex Benefits at 0.52%</i>			
7300	110-Administrators	2741 - Westview K 8	UniSIG	0.5	\$37,006.11	
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Highlands Middle (50%).</i>			
7300	210-Retirement	2741 - Westview K 8	UniSIG		\$4,004.06	
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
7300	220-Social Security	2741 - Westview K 8	UniSIG		\$2,830.97	
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$5,932.08	
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
7300	232-Life Insurance	2741 - Westview K 8	UniSIG		\$7.40	
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
7300	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$610.60	
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$192.43	
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			

5100	369-Technology-Related Rentals	2741 - Westview K 8	UniSIG		\$5,310.00
		<p><i>Notes: Nearpod Premium Plus, unlimited access to: - Nearpod's lesson, video, and activity creation and delivery platform with 20+ formative assessment and media features - Nearpod Lesson Library with 7,500+ standards-aligned, interactive lessons for all K-12 subject areas- Nearpod Video & Activity Library with 5,000+ standards-aligned interactive videos and activities for all K-12 subject areas, - Premium Plus lesson delivery features Nearpod English Learner: A K-12 solution for scaffolded access to rigorous, grade-level, learning experiences and language instruction. 750 Students</i></p>			
6400	369-Technology-Related Rentals	2741 - Westview K 8	UniSIG		\$450.00
		<p><i>Notes: Nearpod Online Training Webinar 2-hour sessions with a Nearpod Trainer for up to 50 participants. - This is to ensure Nearpod is implemented with fidelity.</i></p>			
5100	369-Technology-Related Rentals	2741 - Westview K 8	UniSIG		\$2,700.00
		<p><i>Notes: Iready Reading 450 student license - The district is not purchasing iReady for schools this year. The school would like to continue this supplemental online program to ensure students receive specific interventions.</i></p>			
5100	369-Technology-Related Rentals	2741 - Westview K 8	UniSIG		\$3,995.00
		<p><i>Notes: iReady Learning Teacher Toolbox Access Reading Writing Per Site 801 to 200 students - The district is not purchasing iReady for schools this year. The school would like to continue this supplemental online program to ensure students receive specific interventions.</i></p>			
5100	120-Classroom Teachers	2741 - Westview K 8	UniSIG	1.0	\$44,578.00
		<p><i>Notes: Data Coordinator - This position is a new request. The school has a candidate for this position. The Data Coordinator job description is as follows: This position is to work with both teachers and students with reading, math, and science. This position will be very beneficial for pulling data and helping teachers with specific lessons for small group instruction. In addition to pulling data for each subject area and individualizing small group instruction with the teachers, this position will be used to pull small groups of students as well. This position differs from the Content Specialists that would be split between other schools, by being at Westview K-8 100% of the time. Due to Westview's size and enrollment, this additional support is needed. This position's qualifications are: Education : Bachelor's degree from an accredited college or university. Master's degree preferred. Experience: Demonstrated ability in comprehending grant programs, evaluation, data analysis and report generation. Certifications & Licenses: Florida Department of Education Certification in Supervision or Administration and Supervision/Educational Leadership preferred.</i></p>			
6100	210-Retirement	2741 - Westview K 8	UniSIG		\$4,552.26
		<p><i>Notes: Data Coordinator Retirement at 10.82%</i></p>			
6100	220-Social Security	2741 - Westview K 8	UniSIG		\$3,222.80
		<p><i>Notes: Data Coordinator Social Security/Medicare at 7.65%</i></p>			
6100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$6,753.13
		<p><i>Notes: Data Coordinator Group Health at 16.03%</i></p>			
6100	232-Life Insurance	2741 - Westview K 8	UniSIG		\$8.43
		<p><i>Notes: Data Coordinator Group Life at 0.02%</i></p>			
6100	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$695.11
		<p><i>Notes: Data Coordinator Workers Comp at 1.65%</i></p>			
6100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$219.07
		<p><i>Notes: Data Coordinator Flex Benefits at 0.52%</i></p>			
5100	510-Supplies	2741 - Westview K 8	UniSIG		\$2,927.85

			<i>Notes: Write Score books Gr 02 FL Reading Paper 200 qty, Gr 03 FL Reading Paper 102, Gr 04 FL Reading Paper 115, Gr 05 FL Reading Paper 124, Gr 06 FL Reading Paper 145 (\$3.88 each)</i>		
5100	369-Technology-Related Rentals	2741 - Westview K 8	UniSIG		\$1,715.52
			<i>Notes: Write Score Gr 07 FL Reading Online 180 users @ \$4.96 ea Gr 08 FL Reading Online 132 users @ \$4.96ea RosterSync + 1Click Access 1 \$168</i>		
5100	510-Supplies	2741 - Westview K 8	UniSIG		\$223.62
			<i>Notes: Composition books, paper, pencils</i>		
5100	310-Professional and Technical Services	2741 - Westview K 8	UniSIG		\$3,000.00
			<i>Notes: FUN WEIRD SCIENCE 6 unit STEM curriculum alignment for grades 5 and 8 with full day teacher implementation training and 4 quarterly (30 min) virtual conferences (5) educators and (4) curriculum kits and (1) live science show school assembly. The science show will actually be several standards-based lab experiments and experiences with materials and activities for 135 5th graders and 150 8th graders to have a hands-on, tangible, and engaging learning event of the standards in action.</i>		
6400	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG		\$2,160.00
			<i>Notes: Professional Development: \$24 per hour, 90 hours - This line item will be used to ensure teachers are paid for attending the professional development that is outside of their contracted work hours.</i>		
6400	210-Retirement	2741 - Westview K 8	UniSIG		\$233.72
			<i>Notes: Professional Development: Retirement Benefit 10.82%</i>		
6400	220-Social Security	2741 - Westview K 8	UniSIG		\$165.24
			<i>Notes: Professional Development: Social Security Benefit 7.65%</i>		
6400	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$35.64
			<i>Notes: Professional Development: Workers Compensation 1.65%</i>		
6400	310-Professional and Technical Services	2741 - Westview K 8	UniSIG		\$2,450.00
			<i>Notes: "Dr. Shaun Woody 1 day at \$2,450 each The focus of this workshop is to develop emotional intelligence as being able to appropriately react to human emotions. 2.This program breaks down these concepts to help you relate to, connect with, and motivate students in order to build relationships, which are imperative for urban and culturally diverse schools."</i>		
6400	310-Professional and Technical Services	2741 - Westview K 8	UniSIG		\$3,000.00
			<i>Notes: FUN WEIRD SCIENCE 6 unit STEM curriculum alignment for grades 5 and 8 with full day teacher implementation training and 4 quarterly (30 min) virtual conferences (5) educators and (4) curriculum kits and (1) live science show school assembly.</i>		
6400	310-Professional and Technical Services	2741 - Westview K 8	UniSIG		\$3,000.00
			<i>Notes: "PROFESSIONAL DEVELOPMENT-CULTURAL DIVERSITY AND BUILDING RELATIONSHIPS WITH STUDENTS FULL DAY \$500 per hour (6 hours) Robert Jackson - The school is requesting this professional development tentatively set for non-instructional days for all staff to attend.</i>		
6400	310-Professional and Technical Services	2741 - Westview K 8	UniSIG		\$3,000.00
			<i>Notes: PROFESSIONAL DEVELOPMENT-BECOMING THE EDUCATOR THEY NEED FULL DAY \$500 per hour (6 hours) Robert Jackson - The schools is requesting this professional development tentatively set for non-instructional days for all staff to attend.</i>		

	6400	510-Supplies	2741 - Westview K 8	UniSIG		\$4,000.00
			Notes: FUN WEIRD SCIENCE 6 unit STEM curriculum alignment for grades 5 and 8 with full day teacher implementation training and 4 quarterly (30 min) virtual conferences (5) educators and (4) curriculum kits and (1) live science show school assembly.			
	6400	510-Supplies	2741 - Westview K 8	UniSIG		\$2,663.34
			Notes: "Becoming the Educator They Need: Strategies, Mindsets and Beliefs for Supporting Male Black and Latino Students 100 copies \$24.95 each, plus shipping - This line item is part of the professional development above. These Professional Development books are needed for all teachers to ensure all students at Westview are treated with equity. "			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$252,738.24
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2741 - Westview K 8	UniSIG	2.0	\$84,256.20
			Notes: 2 Math Interventionists - The Mathematics Interventionist for Westview K-8 School will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. The school will need to push-in and pull-out students for intensive small group instruction. The qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficient common core skills. If approved, the candidates who were with us last year. This position will be funded by UniSIG (100%).			
	5100	210-Retirement	2741 - Westview K 8	UniSIG		\$9,116.52
			Notes: Math Interventionists Retirement at 10.82%			
	5100	220-Social Security	2741 - Westview K 8	UniSIG		\$6,445.60
			Notes: Math Interventionists Social Security/Medicare at 7.65%			
	5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$13,506.27
			Notes: Math Interventionists Group Health at 16.03%			
	5100	232-Life Insurance	2741 - Westview K 8	UniSIG		\$16.85
			Notes: Math Interventionists Group Life at 0.02%			
	5100	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$1,390.23
			Notes: Math Interventionists Workers Comp at 1.65%			
	5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$438.13
			Notes: Math Interventionists Flex Benefit at 0.52%			
	7300	110-Administrators	2741 - Westview K 8	UniSIG	0.5	\$37,037.22
			Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in			

			<i>the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Susie E. Tolbert (50%).</i>			
7300	210-Retirement	2741 - Westview K 8	UniSIG		\$4,007.43	
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
7300	220-Social Security	2741 - Westview K 8	UniSIG		\$2,833.35	
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$5,937.07	
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
7300	232-Life Insurance	2741 - Westview K 8	UniSIG		\$7.41	
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
7300	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$611.11	
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$192.59	
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
7300	110-Administrators	2741 - Westview K 8	UniSIG	0.75	\$55,555.83	
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Sallye B. Mathis (25%).</i>			
7300	210-Retirement	2741 - Westview K 8	UniSIG		\$6,011.14	
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
7300	220-Social Security	2741 - Westview K 8	UniSIG		\$4,250.02	
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$8,905.60	
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
7300	232-Life Insurance	2741 - Westview K 8	UniSIG		\$11.11	
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
7300	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$916.67	
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$288.89	
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			

	5100	690-Computer Software	2741 - Westview K 8	UniSIG		\$3,295.00
			<i>Notes: Reflex Site License for all targeted students at a school. This is covers the entire school.</i>			
	5100		2741 - Westview K 8	UniSIG		\$7,708.00
			<i>Notes: IXL site license (Grades PK-8: 925 students) Subject: Math - 925 students will benefit from this online math support.</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$560,452.40